## THOMAS C. CARIO MIDDLE 3500 Cario Boulevard Mt. Pleasant, SC 29466 6-8 Middle School GRADES ENROLLMENT 879 Students Carol H. Beckmann-Bartlett 843-856-4595 PRINCIPAL SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319 Ms. Nancy Cook 843-760-2635 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: EXCELLENT Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 6 2 0 0 0 IMPROVEMENT RATING: GOOD ADEQUATE YEARLY PROGRESS: Z This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

Thomas C. Cario Middle

#### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

|      | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2001 | Good            | Below Average      | N/A                      |
| 2002 | Excellent       | Average            | N/A                      |
| 2003 | Excellent       | Good               | No                       |
| 2004 | Excellent       | Good               | No                       |

#### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

87.7%

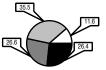
#### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

#### Our School

#### Middle Schools with Students like Ours









**Mathematics** 

English/Language Arts

Mathematics

English/Language Arts

#### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded

expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

 $\label{eq:definition} \mbox{Did not meet standards; must have an academic assistance plan; the local}$ 

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Thomas C. Cario Middle 1001103

| PACT PERFORMANCE BY GROUP      |                               |              |             |              |              |             |                  |                          |                                |
|--------------------------------|-------------------------------|--------------|-------------|--------------|--------------|-------------|------------------|--------------------------|--------------------------------|
|                                | Enrollment 1st<br>Day of Took | ,            | / %         | /            | / °`         | /           | % Proficient and | Performance<br>Objective | Participation<br>Objective Mos |
|                                | h/Langua                      | •            |             |              |              |             | 04.0             |                          | V                              |
| All Students                   | 886                           | 99.6         | 11.4        | 41.0         | 38.2         | 9.4         | 61.6             | Yes                      | Yes                            |
| Gender                         | 405                           | 00.4         | 45.0        | 40.0         | 25.0         | 0.0         | 56.2             |                          |                                |
| Male<br>Female                 | 485<br>401                    | 99.4<br>99.8 | 15.0<br>7.1 | 43.8<br>37.6 | 35.0<br>42.1 | 6.2<br>13.2 | 68.0             |                          |                                |
| Racial/Ethnic Group            | 401                           | 99.0         | 7.1         | 37.0         | 42.1         | 13.2        | 00.0             |                          |                                |
| White                          | 682                           | 99.7         | 6.3         | 37.6         | 44.7         | 11.3        | 71.1             | Yes                      | Yes                            |
| African-American               | 164                           | 99.4         | 33.3        | 55.8         | 9.6          | 1.3         | 20.5             | Yes                      | Yes                            |
| Asian/Pacific Islander         | 16                            | 93.8         | 0.0         | 16.7         | 58.3         | 25.0        | 91.7             | I/S                      | I/S                            |
| Hispanic                       | 15                            | 100.0        | 14.3        | 42.9         | 42.9         | 0.0         | 0.0              | I/S                      | I/S                            |
| American Indian/Alaskan        | 5                             | I/S          | I/S         | 1/S          | 1/S          | I/S         | I/S              | I/S                      | I/S                            |
| Disability Status              | 0                             | 1/0          | 1/0         | 1/0          | 1/0          | 1/0         | 1/0              | 1/0                      | 1/0                            |
| Not Disabled                   | 791                           | 99.6         | 7.3         | 40.7         | 41.5         | 10.5        | 66.6             |                          |                                |
| Disabled                       | 95                            | 99.0         | 45.6        | 43.3         | 11.1         | 0.0         | 20.0             | Yes                      | Yes                            |
| Migrant Status                 |                               |              |             |              |              |             |                  |                          |                                |
| Migrant                        | N/A                           | N/A          | N/A         | N/A          | N/A          | N/A         | N/A              |                          |                                |
| Non-migrant                    | 886                           | 99.6         | 11.4        | 41.0         | 38.2         | 9.4         | 61.6             |                          |                                |
| English Proficiency            |                               |              |             |              |              |             |                  |                          |                                |
| Limited English Proficient     | 4                             | I/S          | I/S         | I/S          | I/S          | I/S         | I/S              | I/S                      | I/S                            |
| Non-Limited English Proficient | 882                           | 99.9         | 11.3        | 41.0         | 38.2         | 9.4         | 61.6             |                          |                                |
| Socio-Economic Status          |                               |              |             |              |              |             |                  |                          |                                |
| Subsidized meals               | 130                           | 99.2         | 33.6        | 57.4         | 8.2          | 0.8         | 14.8             | No                       | Yes                            |
| Full-pay meals                 | 756                           | 99.6         | 7.6         | 38.1         | 43.4         | 10.9        | 69.6             |                          |                                |

| Mathematics - State Performance Objective = 15.5% |     |       |      |      |      |      |       |     |     |
|---|-----|-------|------|------|------|------|-------|-----|-----|
| All Students                                      | 886 | 100.0 | 12.7 | 37.6 | 28.1 | 21.6 | 63.7  | Yes | Yes |
| Gender  |     |       |      |      |      |      |       |     |     |
| Male  | 485 | 100.0 | 13.4 | 36.0 | 28.8 | 21.8 | 64.0  |     |     |
| Female  | 401 | 100.0 | 11.9 | 39.6 | 27.2 | 21.4 | 63.3  |     |     |
| Racial/Ethnic Group                               |     |       |      |      |      |      |       |     |     |
| White   | 682 | 100.0 | 7.3  | 35.2 | 32.1 | 25.5 | 71.9  | Yes | Yes |
| African American                                  | 164 | 100.0 | 36.3 | 50.3 | 10.8 | 2.5  | 26.8  | Yes | Yes |
| Asian/Pacific Islander                            | 16  | 100.0 | 0.0  | 0.0  | 30.8 | 69.2 | 100.0 | I/S | I/S |
| Hispanic  | 15  | 100.0 | 0.0  | 57.1 | 28.6 | 14.3 | 0.0   | I/S | I/S |
| American Indian/Alaskan                           | 5   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S   | I/S | I/S |
| Disability Status                                 |     |       |      |      |      |      |       |     |     |
| Not Disabled                                      | 791 | 100.0 | 7.9  | 37.1 | 31.0 | 24.0 | 69.0  |     |     |
| Disabled  | 95  | 100.0 | 51.6 | 41.8 | 4.4  | 2.2  | 19.8  | Yes | Yes |
| Migrant Status                                    |     |       |      |      |      |      |       |     |     |
| Migrant   | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A   |     |     |
| Non-migrant                                       | 886 | 100.0 | 12.7 | 37.6 | 28.1 | 21.6 | 63.7  |     |     |
| English Proficiency                               |     |       |      |      |      |      |       |     |     |
| Limited English Proficient                        | 4   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S   | I/S | I/S |
| Non-Limited English Proficient                    | 882 | 100.0 | 12.8 | 37.6 | 28.1 | 21.6 | 63.7  |     |     |
| Socio-Economic Status                             |     |       |      |      |      |      |       |     |     |
| Subsidized meals                                  | 130 | 100.0 | 36.6 | 48.8 | 10.6 | 4.1  | 25.2  | Yes | Yes |
| Full-pay meals                                    | 756 | 100.0 | 8.6  | 35.7 | 31.1 | 24.6 | 70.3  |     |     |

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

| Thomas C. Cano iviliquie        |                                  |        |               |          |              |            |                              |  |  |  |
|---------------------------------|----------------------------------|--------|---------------|----------|--------------|------------|------------------------------|--|--|--|
| PACT PERFORMANCE BY GRADE LEVEL |                                  |        |               |          |              |            |                              |  |  |  |
|                                 | Enrollment 1st<br>Day of Testing |        | % Below Basic | % Basic  | % Proficient | % Advanced | % Proficient and<br>Advanced |  |  |  |
|                                 |                                  | Englis | sh/Langua     | age Arts |              |            |                              |  |  |  |
| Grade 3                         | N/A                              | N/A    | N/A           | N/A      | N/A          | N/A        | N/A                          |  |  |  |
| Grade 4                         | N/A                              | N/A    | N/A           | N/A      | N/A          | N/A        | N/A                          |  |  |  |
| Grade 5                         | N/A                              | N/A    | N/A           | N/A      | N/A          | N/A        | N/A                          |  |  |  |
| Grade 6                         | 289                              | 96.5   | 11.6          | 28.7     | 43.8         | 15.9       | 59.7                         |  |  |  |
| Grade 7                         | 254                              | 96.9   | 11.6          | 41.6     | 42.1         | 4.7        | 46.8                         |  |  |  |
| Grade 8                         | 263                              | 95.4   | 13.1          | 46.8     | 33.8         | 6.3        | 40.1                         |  |  |  |
| Grade 3                         | N/A                              | N/A    | N/A           | N/A      | N/A          | N/A        | N/A                          |  |  |  |
| Grade 4                         | N/A                              | N/A    | N/A           | N/A      | N/A          | N/A        | N/A                          |  |  |  |
| Grade 5                         | N/A                              | N/A    | N/A           | N/A      | N/A          | N/A        | N/A                          |  |  |  |
| Grade 6                         | 311                              | 100.0  | 12.7          | 36.0     | 38.3         | 13.0       | 51.3                         |  |  |  |
| Grade 7                         | 309                              | 100.0  | 8.6           | 50.3     | 35.5         | 5.6        | 41.1                         |  |  |  |
| Grade 8                         | 268                              | 100.0  | 13.0          | 38.5     | 39.7         | 8.8        | 48.5                         |  |  |  |
| Mathematics                     |                                  |        |               |          |              |            |                              |  |  |  |
| Grade 3                         | N/A                              | N/A    | N/A           | N/A      | N/A          | N/A        | N/A                          |  |  |  |

| Mathematics |     |       |      |      |      |      |      |  |  |  |
|-------------|-----|-------|------|------|------|------|------|--|--|--|
| Grade 3     | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |  |  |  |
| Grade 4     | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |  |  |  |
| Grade 5     | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |  |  |  |
| Grade 6     | 289 | 100.0 | 9.4  | 26.3 | 27.8 | 36.5 | 64.3 |  |  |  |
| Grade 7     | 254 | 99.6  | 15.8 | 35.4 | 27.9 | 20.8 | 48.8 |  |  |  |
| Grade 8     | 263 | 100.0 | 15.3 | 47.8 | 25.3 | 11.6 | 36.9 |  |  |  |
|             |     |       |      |      |      |      |      |  |  |  |
| Grade 3     | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |  |  |  |
| Grade 4     | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |  |  |  |
| Grade 5     | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |  |  |  |
| Grade 6     | 311 | 100.0 | 10.1 | 32.5 | 33.8 | 23.7 | 57.5 |  |  |  |
| Grade 7     | 309 | 100.0 | 13.5 | 35.5 | 27.0 | 24.0 | 51.0 |  |  |  |
| Grade 8     | 268 | 100.0 | 16.3 | 47.9 | 21.7 | 14.1 | 35.7 |  |  |  |

| Thomas C. | . Cario Middle | 100110 | 8 |
|-----------|----------------|--------|---|
|           |                |        |   |

| SCHOOL PROFILE   |                  |                          |  |                            |
|--|------------------|--------------------------|--|----------------------------|
|  | Our<br>School    | Change from<br>Last Year | Middle Schools<br>with Students<br>Like Ours | Median<br>Middle<br>School |
| Students (n= 879)  |                  |                          |  |                            |
| Students enrolled in high school credit courses (grades 7 & 8)                   | 22.9%            | Down from 49.5%          | 30.6%  | 14.6%                      |
| Retention rate   | 1.8%             | N/A                      | 1.3%   | 3.0%                       |
| Attendance rate  | 96.3%            | Up from 96.1%            | 97.1%  | 95.9%                      |
| Students with disabilities other than speech taking PACT (ELA) off grade level   | 3.2%             |                          | 1.5%   | 5.7%                       |
| Students with disabilities other than speech taking PACT (Math) off grade level  | 3.4%             |                          | 1.5%   | 5.3%                       |
| Eligible for gifted and talented   | 41.8%            | Up from 32.0%            | 39.9%  | 14.3%                      |
| On academic plans  | N/AV             | N/AV                     | N/A  | N/AV                       |
| On academic probation  | N/AV             | N/AV                     | N/A  | N/AV                       |
| With disabilities other than speech  | 10.5%            | Down from 10.7%          | 9.0%   | 13.9%                      |
| Older than usual for grade   | 2.4%             | Down from 20.5%          | 1.4%   | 4.2%                       |
| Out-of-school suspensions or<br>expulsions for violent &/or criminal<br>offenses | 3.0%             | Up from 1.0%             | 0.7%   | 0.9%                       |
| Annual dropout rate  | 0.0%             | No change                | 0.0%   | 0.0%                       |
| Teachers (n= 55)   |                  |                          |  |                            |
| Teachers with advanced degrees   | 45.5%            | Down from 47.8%          | 52.8%  | 48.7%                      |
| Continuing contract teachers   | 80.0%            | Down from 80.4%          | 89.0%  | 81.7%                      |
| Highly qualified teachers**  | 87.5%            | N/A                      | 91.0%  | 90.4%                      |
| Teachers with emergency or provisional certificates                              | 6.3%             |                          | 2.8%   | 5.3%                       |
| Teachers returning from previous year  | 83.8%            | Up from 78.2%            | 88.8%  | 85.1%                      |
| Teacher attendance rate  | 94.5%            | Down from 94.7%          | 95.2%  | 94.8%                      |
| Average teacher salary   | \$40,499         | Up 8.0%                  | \$41,374                                     | \$40,566                   |
| Prof. development days/teacher<br>School   | 11.4 days        | Up from 9.3 days         | 11.4 days                                    | 11.0 days                  |
|  | 0.0              | 11 6 40                  | 2.2  | 0.0                        |
| Principal's years at school  | 2.0<br>24.6 to 1 | Up from 1.0              | 6.0<br>24.7 to 1                             | 3.3<br>21.3 to 1           |
| Student-teacher ratio in core subjects   | 89.4%            | Up from 24.2 to 1        | 91.0%  |                            |
| Prime instructional time Dollars spent per pupil*                                | \$4,920          | No change<br>Down 4.3%   | \$5,409                                      | 89.3%<br>\$5,821           |
| Percent of expenditures for teacher salaries*                                    | 62.8%            | Up from 61.5%            | 62.6%  | 61.8%                      |
| Opportunities in the arts  | Good             | No change                | Excellent                                    | Good                       |
| Parents attending conferences  | 82.2%            | Down from 95.1%          | 97.7%  | 95.0%                      |
| SACS accreditation   | No               | No change                | Yes  | Yes                        |
| Character development program * Prior year audited financial data are reported.  | Excellent        | N/A                      | Excellent                                    | Good                       |
|  |                  | Our District             |  | ate                        |
| Highly qualified teachers in low poverty   |                  | 88.1%                    |  | .0%                        |
| Highly qualified teachers in high poverty  | y schools**      | 87.8%                    |  | .1%                        |
|  |                  | State Objecti            |  | Objective                  |
| Highly qualified teachers in this school*  | **               | 65.0%                    |  | es                         |
| Student attendance in this school  |                  | 95.3%                    | Y  | es                         |

<sup>\*\*</sup>NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Thomas C. Cario Middle 1001

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cario Middle School has enjoyed five years of continued growth and support from the surrounding neighborhoods that we serve. Our dedicated staff works diligently to provide high quality academic, artistic, and athletic programs for all students. Parents and other community members have demonstrated their support of the school and the students with gifts of time and talent.

Academically, we offer a comprehensive program that includes both honors and regular classes in the four core academic subjects for each grade level, and high school credit courses in Algebra I, French I, and Spanish I. Our strong special education department offers a range of services for exceptional children. Cario staff members have committed to professional development in differentiated instruction, inclusion, and diversity as we continue to build our academic strength. Additionally, we have committed to the middle school concept of "teams" in order to provide students with a "family" of core teachers and peers to support better social, emotional, and academic development.

Artistically, our students have the opportunity to participate in visual arts, band, chorus, and orchestra programs that include both beginner and advanced classes. Student success in these areas has been tremendous. Our visual art students have won a number of local and regional contests such as Coastal Carolina Fair, Charleston County Recycling program, Quest Visual Arts, and the Gibbes Museum Program. Our orchestra and choral music departments have earned superior/excellent ratings in all clinics and competitions this year. Two choral students were selected for the National Junior Honors Choir. Cario bands were rated best in the state for the third year in a row with our third perfect rating.

Our student athletes continue to enjoy opportunities to represent Cario through partnerships with the Mt. Pleasant Recreation Department and Wando High School. Our staff and parents support football, cheerleading, volleyball, basketball, and tennis for Cario teams. Both the varsity and junior varsity football teams won the league championships this fall.

As with any successful organization, we rely on the strength of a great team: teachers, support staff, students, their families, and our surrounding community. The diverse opportunities that we offer are a direct result of their commitment and talents. We are confident in our ability to anticipate change and refine our program to meet the needs of our students in the coming years.

Carol Bartlett, Principal Stephen Bedard, SIC Chair

| EVALUATIONS BY TEACHERS, STUDENTS, AND FARENTS  |                     |           |          |  |  |  |  |  |
|---|---------------------|-----------|----------|--|--|--|--|--|
|   | Teachers            | Students* | Parents* |  |  |  |  |  |
| Number of surveys returned  | 57                  | 183       | 106      |  |  |  |  |  |
| Percent satisfied with learning environment   | 94.6%               | 74.0%     | 76.0%    |  |  |  |  |  |
| Percent satisfied with social and physical environment                                  | 94.5%               | 78.7%     | 75.0%    |  |  |  |  |  |
| Percent satisfied with home-school relations  | 87.3%               | 85.2%     | 53.0%    |  |  |  |  |  |
| *Only students at the highest middle school grade level at this school and their page 1 | arents were include | led.      |          |  |  |  |  |  |